DOCUMENT RESUME

ED 274 096 EA 018 861

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TITLE Thirty Years of School Based Curriculum Development: A Case Study.
PUB DATE 86
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Case Studies; *Curriculum Development; Decision Making; Elementary Secondary Education; Foreign Countries; *Institutional Autonomy; Performance Factors; School Based Management
IDENTIFIERS Israel; *School Based Curriculum Development

ABSTRACT

A study of one school's involvement in school-based curriculum development (SBCD) for nearly 30 years provided researchers with information on the factors affecting the success of SBCD programs. The school studied serves 3,500 students in 12 grades at several sites in an Israeli city. Following interviews with faculty members, the researchers formulated and distributed a questionnaire requesting detailed data on 28 school-based curriculum projects and 44 curriculum units developed through such projects. Twelve department heads responded to the questionnaire. The information sought included the reasons for using SBCD, identification of the agents and resources behind curriculum development, the nature of the development process, the involvement of external agencies, the character of implementation policies, and the viability of the curriculum. In general, the findings suggested that for SBCD to be a viable process the school must have a unique ethos and a distinct school philosophy and must also have the power to maintain pedagogic and economic autonomy. This report achieves the following: (1) cites the goals of the study (including obtaining the information noted above, developing a naturalistic model, and discerning possible contributions of SBCD to the educational system at large); (2) reviews the literature; (3) discusses the study methodology and findings; and (4) compares the findings with established theory. Fifteen references, two figures, and a table are provided. (PGD)

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Thirty Years of School Based Curriculum Development: A Case Study

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Paper presented at the 1986 annual meeting of the American Educational Research Association, San-Francisco

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The goal of this study was to investigate curriculum development and implementation processes in an established large school (grades 1-12) in order to identify major features which characterize viable and continuous school based curriculum development.

More specifically the objectives were:

- to identify factors aiding or hindering processes of school based curriculum development
- to discover locus and mode of decision making related to SBCD (School Based Curriculum Development)
- to clarify the role of out of school factors and agencies in SBCD
- to determine subject matter areas and target populations which seem to stimulate SBCD
- to identify resources and organizational structures conducive to SBCD
- to investigate procedures of SBCD implementation related to the viability of these curricula
- to disclose a naturalistic model of SBCD
- to discern possible contributions of SBCD to the educational system at large.

Perspectives

School based curriculum development, the delegation of curricular autonomy and planning authority to schools, is a relatively new concept in curriculum literature, though it functions as a practical principle in various school systems. School based curriculum development (SBCD) as a concept , may be interpreted in many ways and means different things to different people in varying contexts. Teachers have always been involved in curriculum decision making in their classrooms. By nature of their profession teachers function as "user - developers" (Connelly,

1972), adopting and adapting curricula, deciding on what to use and how to modify existing curriculum materials. Many teachers tend to create their own set of learning resources, and are de facto involved in curriculum construction. This may be one, albeit, limited interpretation of the concept SBCD. At the other end of a possible continuum we may find a definition of SBCD as decision making about the whole school involving all the staff (Harrison, 1981).

What, then, are some possible elements in the complex process of SBCD? Young (1984) suggests the following components as characterizing the functions of a school staff involved in SBCD:

a) thinking about the purposes of the school

b) assessing student needs

c) selecting and organizing the content of subjects

d) implementing the curriculum

e) evaluating the curriculum

Young proposes that the following variables are related to the functioning of school staff in SBCD:

a) responsibility which staff members feel for the school curriculum

b) perceived freedom to make curriculum decisions

c) contentment of staff with the current school curriculum

d) acquisition of curriculum decision making skills.

According to Young, there exists a link between school based budgeting and SBCD.

Other perceived characteristics of a school climate conducive to SBCD may be democratic decision making (Solimon, 1978) or a "reflexive perspective" of teachers towards curriculum which is seen as negotiable,

rather than a "received perspective" which views the curriculum as given and unchangeable. (Eggleston, 1977).

Skilbeck (1984) suggests a school based curriculum development model involving the following stages: situational analysis; definition of goals; construction of curriculum; interpretation and implementation of curriculum ; evaluation.

This model is not essentially different from other models guiding central curriculum development, such as Tyler's (1949) classic model. The question rises what are, then, the specific attributes of the process of school based curriculum development?

Boyd (1984) reports on a case study in an elementary school in which SBCD was carried out. The cardinal component in the model is the involvement of students, parents and community in SBCD. Teachers are expected to possess the necessary abilities to function autonomically in SBCD.

Interaction between schools involved in SBCD and out of school agencies and experts is deemed crucial for successful SBCD. Based on four studies of SBCD Harrison (1981) suggests a model representing the dynamic interaction between various subsystems in the school, i.e. curriculum task subsystem; resource utilization subsystem; structure subsystem and human relationships subsystem. According to this view SBCD involves continuous evaluation and modification and does not follow any regular sequence.

McKernan (1984) examined whether a selected number of situational and background variables may predict involvement in SBCD. Data analysis

indicates that "lay management of school" and "school type" are the best predictors of involvement in SBCD. All SBCD in that study was carried on in non-examinable subjects or activities. The large majority of schools examined had not been involved in SBCD. The schools that were involved were of an innovational character such as comprehensive schools or community institutions.

One of the purposes of the present study was to compare processes of successful SBCD in one large traditional school with models and analyses of SBCD as reported in curriculum literature.

Most investigators of SBCD focussed on short term projects (Godfrey and Fraser 1981, Boyd 1984, Keiny and Weiss 1984). In order to gain insights into the intricacies of the SBCD process, it is deemed necessary to investigate long range efforts, especially if these are considered by participants to be successful .

The case study reported in this paper relates to almost thirty years of sustained SBCD in one school which enjoyed educational autonomy since its foundation.

Several issues have been raised by writers concerned with SBCD. One central issue pertains to the balance between centralized and school based curriculum development.

Skilbeck (1984) argues for the importance of an equilibrium between central curriculum development and SBCD, perceived as comprising all teaching areas, carried out on a long range basis, while accomodating the policy established by central agencies.

The Center for Curriculum Development in the Ministry of Education and

Culture, in Israel, has proposed a mode for cooperation between central and local agencies involved in curriculum development, based on the notion of school autonomy (Ben Eliyahu 1985). Localized, school based curriculum development, is perceived as opening avenues for relevant learning experiences, in response to the needs and inclinations of diverse target populations of students. Yet, there exists a dilemma of balance, and the benefits of SBCD are not without possible undesirable side effects. Saunders (1979) distinguishes between curricula which deal with subject matter areas in the framework of local context - contextualized subject matter - and curricula which represent a framework based on a generalized and universal context - decontextualized subject matter.

Localistic, school based curricula, which may not offer the students adequate encounters with the general, universal aspects of the subject matter taught, are liable to bar the students from an array of professions, thus hindering social mobility.

The issue of balance between the general and the idiosyncratic requires close attention of educators. In the present study this is one of the problems dealt with in the context of the relationship between centrally developed and school based curriculum adopted by the school.

Another issue relates to the interaction between the various agents and stakeholders involved in SBCD.

Participative, consensus style decision making of teachers involved in SBCD is perceived as leading to better implementation of curricular decisions, the principal's role being that of a key facilitator

(Harrison 1981).

Berman and McLaughlin (1977, 1978), have stressed the impact of teachers' active involvement in decision making on the implmentation of innovations in general. Is democratic sharing in the decision making concerning SBCD a necessary, if not sufficient conditions for the success of localized curriculum development? We shall try to answer that question.

Parents and community agents are considered to play a significant role in SBCD (Boyd 1984). Yet, in practice this desired involvement poses many problems. Parents may not be ready to become engaged in curricular endeavours. On the other hand, teachers may consider the input of out of school stakeholders to be irrelevant. How far is the participation of parents and community part of a naturalistic model of SBCD as presented in this study?

Methodology and Data Sources

A case study methodology was adopted as the appropriate mode of inquiry for investigating the educational environment yielding school based curricula (Skilbeck, 1983). A well established large school, which has successfully practised SBCD for thirty years, was chosen as study site. This school has a 1-12 grade level structure, about 300 teachers and 3500 students, and is well known for its autonomy and initiative efforts.

The school buildings are not concentrated on one site but are located in various parts of the town. Each subdivision of the school has its own principal and staff. Department heads are responsible for the teaching of their subject matter areas in all sub-divisions. At the head of the

school is a headmaster who with an elected standing committee, runs the school. The school emphasizes intellectual excellence as well as interpersonal and value education and prides itself on its high academic standards and its democratic traditions of student self-governing in non academic matters. Over the years, several educational innovations which were started at this school were adopted by the general school system in Israel. An example of such an innovation is the matriculation thesis which students write in a subject-matter area of their choice, instead of sitting for an external examination. The student population, especially in the junior high school division, is heterogenous and comprises students from varying ethnic and socio-economic backgrounds.

Interviews with principal, heads of departments and teachers involved in SBCD were conducted. A special questionnaire was developed and twelve department heads, in the various subject matter areas, responded to it. The questionnaire provided detailed data on twenty-eight school based curriculum projects. The questions related to reasons for SBCD, agents of curriculum development, resources, nature of development process, involvement of external agencies, implementation policies, viability of curricula. The questionnaire included two open questions, asking respondents for their personal opinions about SBCD. Forty four curriculum units in a variety of subject matter areas, intended for different ages, were studied. "Curriculum unit" was defined as the product of development by one or more teachers, comprising at least 8-10 lessons, and used by teachers other than the developers themselves. These units were classified using the following categories: subject matter area; grade level; scope of curriculum ; curriculum format.The units were either in the form of syllabi or in the form of curriculum

packages including students' texts and guidelines. These curricula units represent the large number of school based curricula developed over the years. The school publishes from time to time information documents for teachers and parents. Educational policies and school events are discussed in these documents, which go back to the early days of the school and constitute a rich source of data.

Table No. 1 presents the research questions and the sources used for data collection.

(Insert Table No. 1 about here)

Findings and discussion

Findings are presented in relation to the questions posed in Table No.1.

Factors and processes that promote SBCD

The declared philosophy of this school and its history, as revealed through analysis of documents, provide insights into the roots and sources of SBCD. The school headmasters over the years stated explicitly their belief in the school's right to pursue its goals independently. Dominant among these goals is the continuous search for educational strategies that will yield academic excellence and personal committment to serve the community. Students are expected to gain abilities of independent study. Understanding is valued more than accumulation of bits and pieces of knowledge.

Being one of the older schools of the country it had to search for its own curricular solutions in times when the central government provided relatively few external curricular resources.

The claim for privilieges of independency and autonomy required the school to production of manifest evidence of the school's unique approaches to educational issues. Moreover, high tuition fees created certain expectations among parents for special achievements and for continuous striving of the school for better modes of teaching. Thus, for example, parents were among the initiators of computer science courses in the school.

The school structure, from grade 1 to 12, enables the staff to plan longitudinally and provide opportunities for long and short term curriculum development. The administrative organization is highly structured and hierarchical, aiming at the materialization of the school philosophy. Teachers are continually encouraged to participate in staff development, to accept responsibilities in the school and to participate in curriculum making.

Most teachers are well trained and experienced professionals, with a high level esprit de corps, motivated to demonstrate their creative abilities by their department heads and principals. Special efforts are usually acknowledged publicly, sometimes in the school's newsletter. All curriculum development activities are carried out voluntarily by the teacher. Of 12 department heads and administrators who responded to the questionnaire, one was a Ph. D., 7 had a M.A. and 4 a B.A. degree, all had more than 15 years seniority. Nine were department heads in a variety of subject matter areas, three had administrative responsibilities.

The heterogenous student population provides a stimulus for SBCD, especially in the junior high division which absorbs students from divergent socio-economic background.

The following are the main reasons given for development of school based curriculum in the school:

- the need to develop curricula focussing on special themes, such as "the opera", "clocks", "the post", "prevention of violence" etc. These themes were chosen by teachers who felt that they were lacking in the general school curriculum.
- complementation and extension of existing curricula in the various subject matter areas, especially in response to perceived needs of learners in heterogenous classes. For example, special units in plant biology.
- substitution of existing curricula because of dissatisfaction with their content, format or scope.

The Process of school based curriculum development

The collected data shows that the model of SBCD that is employed in the school may be viewed as a variation of Skilbeck's (1984) model. In the studied school the involvement of parents and community in the development process was minimal , school philosophy and policy were the determining forces in the decision making process and carried more weight than the expounded interests and inclinations of students.

A tight school hierarchy is usually not conducive to democratic sharing of responsibility. And still, in this school there exists teacher participation in decision making in the context of a structured hierarchy.

It seems that in such a context teachers can become involved in curricular decision making through the setting up of committees, the assigning of responsibilities from 'above' and the continuous monitoring

of the decision making activities. Indeed the school adopted this pattern and many of its teachers participate in permanent or ad hoc committee work. Several years ago the school administration introduced "own initiative lesson time" for teachers to plan according to their preferences, above and beyond the regular school curriculum.

The initiative for SBCD may come from principals, department heads or the teachers themselves. At the elementary school level it is usually the department head who initiates the process and has the authority to approve a new curriculum proposal. The choice of topics for SBCD is largely determined by the personal preferences of the department head. This is the first step in the decision making process. After this approval a development team will function as follows:

1) Specification of the subtopics and their allocation to sub-teams for construction

- Decisions made by the whole team

2) Sub-teams meet to construct materials. Decisions made by sub-teams

3) Trial runs in the school - The whole team decides on the final form.

At the elementary level SBCD is usually carried out in the framework of one school sub-division. Great difficulties arise when several sub-divisions try to cooperate.

At the junior and senior level initiative starts usually at the level of principals. From these it is passed on through department heads to development teams. If teachers initiate SBCD, their suggestions have to be passed through the department head to the principal. After approval by the executive committee (composed of all principals of the sub-divisions) it is returned to the teachers' development team via the

department head. Evaluation of the new curriculum, especially in the form of a new syllabus for a subject matter area, is carried out by department heads, department committees and finally by the executive committee. It is important to note that the evaluation of new SBCD is mainly carried out as part of the general, highly structured, process of evaluation of school activities.

We see that the decision making process is cumbersome and hierarchical. Still the school manages to produce an impressive number of curricula involving a large number of teachers. These curricula may be in a variety of forms: - syllabi, namely a list of specified content

- syllabi together with didactic suggestions (such as a curriculum project for prevention of verbal violence)
- curriculum materials - texts or working sheets which include guidelines for teachers
- textbooks for students.

The usual curriculum development activities are carried out by teams. Sometimes, especially in the case of textbooks , the process is solitary.

At each level the development process starts with an appraisal of the situation and the search for necessary and possible curricular solutions. Construction of curriculum documents in a variety of formats is followed by implementation procedures and evaluation. In this sense the naturalistic model of SBCD comes close to the theoretical model. Still, there is little interaction and coordination between the various stakeholders, such as parents, students and teachers. The four

'commonplaces' of curricular deliberations, namely, subject matter, learner, teacher and millieu (Schwab 1973) are not represented equally. 'Millieu' is viewed through the framework of the school philosophy and 'students' through the eyes of teachers. 'Subject matter' is regarded as an important concern and subject matter specialists may be consulted by the developing teams. Because the actual construction of curriculum materials is carried out by teachers it follows that their preferences, interests and inclinations play a significant role in the process and their participation in decisions is highly meaningful, thus the 'teacher' commonplace is well represented.

Areas of SBCD

Categorization of curricula was carried out according to the following criteria: subject matter area, intended age level, form and format. Out of 44 surveyed curricula, 26 were developed at the elementary level and 18 at junior and senior levels. Elementary school curricular projects are characterized by an integrative approach to the subject matter and by the construction of diverse and innovative instructional material. In 3/4 of these cases the development was carried out by teacher teams.

In one elementary sub-division of the school about 12 curricular units were developed by the teachers in the past years. Most of these units were in Geography (China, Egypt, Man changes the earth etc.), social studies (100 years of settlement, religious holidays etc.) and several in biology.

In the junior and senior levels most curricular projects are discipline oriented or relate to societal issues. Most units consist of a syllabus, a list of textbooks and scholarly sources. Development is handled by single teachers in 50% of the cases.

Junior and senior high school levels curricular units were developed according to perceived needs. Thus, the first curriculum in civics in Israel was developed in this school. Several units were developed because the school staff was not content with existingg external curricula. Examples are: additional units in history or a unit on the Kibbutz and on the Arab-Jewish conflict.

SBCD is more prevalent at the elementary school level. Among the possible reasons may be the fact that at this level there is still no pressure of external examinations (matriculation) and the centralized curriculum is less rigid and not as thoroughly defined by the Ministry of Education. Teachers at that level may view themselves less as 'agents' of the subject matter to be taught, and feel freer to choose the content according to their preferences.

External involvement in SBCD

External involvement in the SBCD decision making process is rather limited. Ministry of Education supervisors may be asked to assist the teachers, but are not involved in the initiation or construction process. Sometimes they are engaged in the evaluation of the new curriculum. Subject matter experts may be asked to participate as advisors but the actual curriculum development is carried out in the school without their involvement. Sometimes the involvement of outside expertise takes the form of supervision of a thesis written by the teacher who carries out curriculum development. Thus, in the case of the unit on Egypt, the teacher was assisted by University faculty in the subject matter area, as well as in the formative and summative evaluation of the unit.

Necessary resources for SBCD

It is important to note that the administrative and pedagogic structure of the school provides ample support to SBCD. Resources in the form of budget, time and manpower are allocated to the process. For instance, teachers of art assist the development teams and the materials are produced in the school. In order to ensure the implementation of SBCD in the school, staff development sessions are held during summer vacations and during the school year.

Fig. No. 1 presents the elaborate resources system which enables the continuous development of school based curricula.

(Insert Fig. 1 about here)

This figure may be viewed as representing the necessary energy flow that sustains SBCD and some of the intricate interactions that are involved in the process.

The continuous pedagogic guidance that characterizes the internal structure of the school provides the background for the long term pedagogic autonomy of the school. This autonomy expresses itself on a variety of ways, SBCD being one of them. Other examples of the school autonomy are its freedom to select part of its students and the almost total lack of external supervision.

Two main components guarantee sustained SBCD. One is the competent teacher body. Financial resources from a variety of sources feed the process, either directly, through the acquisition of necessary materials, or indirectly through the school administration and the creation of satisfactory working conditions for teachers. Immaterial sources rewards are part of the 'energy' that sustains SBCD. The

development of school based curricula adds to the school status, which in turn creates the demand for SBCD.

Financial resources provide the basis for the 1 - 12 grade school structure which sets the stage for longitudinal curriculum development.

Parents fees play an interesting part in the process. High fees create high expectations. These expectations provide an indirect stimulus for curriculum development initiatives. Successful initiatives legitimize high fees. Thus, the circle closes.

Viability of SBCD

A large number of curricula were developed in the school over thirty years. For purpose of our study we investigated the viability of curricula that were developed during the last fifteen years. We classified those into five groups:

1) continuing curricula - in use for more than five years. These are mostly curricula in syllabus format in several subject matter areas. The syllabi are evaluated every year by departmental committee. Desired changes are introduced from time and time. Textbooks written by teachers may be used by the school for long periods, up to 10 or 15 years.

2) Curricula that were implemented for 3-5 years. Most of the school based curricula of the school in the last 15 years are in this category. These are in the format of curriculum packages relating to selected parts of the syllabus in any given subject matter area or to integrative themes. Most are intended for the elementary school level.

These curricula tend to lose their relevance rather quickly and drop out of use after five years.

3) Short term curricula, implemented for one or two years.

These are specific curricular projects that are developed apriori for limited use, at the elementary and high school level.

4) 'Glimmering' curricula

Several school based curricula were implemented for a number of years, put aside , and revived after certain revisions. The reason for their reappearance may be renewed interest of teachers or perceived similarity of the educational situation.

5) New curricula which were developed lately and it is too soon to predict their viability.

The contribution of SBCD to the educational system

The school's history is rich in examples of innovations that started in the school and were adopted by the educational system at large. For example, innovative curricula in social studies and islamic studies. A curriculum package 'our city' for the elementary school was adopted by the other schools in the city.

The school runs a publishing office which distributes school based textbooks on a commercial basis. In 20 years about 50 new books were published and distributed.

Instructional material created in the school such as special kinds of worksheets or tests are used in schools all over the country.

The school organizes symposia and workshops in which innovations are presented. Teachers from other schools are regularly invited to

participate. Special innovations are presented at these meetings or at conferences organized by the Ministry of Education and Culture.

A long tradition of successful SBCD carries the inherent potential of having an impact on other schools. In this manner experiences in grass root curriculum development are shared and opportunities for cross fertilizion of educational ideas are created.

Conclusions and implications

Let us now return to our questions: does the analysis of a SBCD case study support some of the assumptions about SBCD mentioned in the introduction? It seems that at our school SBCD appears in varied disguises, from the solitary adaptation of a curriculum by a teacher behind the classroom door, to global decision making about the whole school involving large parts of the school staff. Young's (1984) components of SBCD are mostly present at our school. Purposes of the school play a major role in thinking about SBCD. Content is selected and organized and the product implemented. On the other hand, students' immediate needs play a lesser role in the initiation and construction of SBCD. Formal curriculum evaluation, using accepted models of curriculum evaluation, are rarely attempted. Yet, SBCD evaluation becomes part of the overall structure of continuous school based evaluation. Teachers do feel a strong responsibility for the school curriculum. This appears to be indeed a cardinal variable related to SBCD. Is this sense of responsibility accompanied by a reflexive perspective toward curriculum? The emerging picture is not unambiguous. On one hand, curriculum is seen as negotiable and the policy of the school welcomes innovations. On the other hand, teachers are expected to adhere to

the school philosophy and to implement the school curriculum. How can these contradictory tendencies be reconciled and yield a school with a definite ethos, as well as a richness of SBCD? We don't have a clear answer to this dilemma. One possible answer may be the strong committment of the school to continuous staff development and to the encouragement of professional behaviour, which includes in this school involvement in SBCD.

SBCD is supposed to thrive in an open atmosphere of democratic decision making, yet there are different environments which nurture SBCD. In our case study SBCD occurs in a school which is both structured and flexible.

To sum up, it seems to us that our case study supports the view that for SBCD to be a viable process the school has to have a unique ethos and a distinct school philosophy. The process seems to reinforce itself, the longer the tradition of SBCD in a school, the more chances there are that the process will continue , because of expectations of the school staff and the institutionalization of the necessary organization and support systems.

Viability of SBCD is to be viewed not so much as the continuation of use of school-produced curricula, but as the continuation of the development process itself. The strong committment of the school to autonomy in curriculum planning is a crucial requirement for SBCD.

The main conclusions drawn from this study are that two school characteristics play a crucial role in SBCD; one - an explicit and perseverant school philosophy creating an idiosyncratic school ethos

and; two - the power of the school to maintain pedagogic and economic autonomy. SBCD is seen as contributing to the school's achievements and status. These in turn serve to maintain the philosophy and power of the school.

Fig. No. 2 presents this interrelationship.

(Insert Fig. No. 2 about here).

The issue of balance between externally developed curricula and SBCD was solved harmoniously in the school. Though the school based curriculum development effort is sustained for many years it is carried out in the general framework of externally determined guidelines. Israel has a centralized school system and the school curriculum is set up at the level of the Ministry of Education. Still, as mentioned above, a tendency of sharing curricular responsibility with local agencies is growing slowly. The school in our study is an example of this mode of operation. Moreover, it is suggested herewith that in cases of successful SBCD the flow of curricular ideas is in two directions. Central agencies influence the curriculum in action in schools. On the other hand, as we saw in our case study, locally developed ideas have an impact on the general educational system.

We have dealt with the process and products of school based curriculum development and its potential contribution to the educational system. How is this process perceived by the teachers of the school who are involved in it?

Perceptions of SBCD are obviously varied. Positive perceptions are more common than negative ones. Principals and teachers perceive of SBCD as answering the need of teachers for creative self actualization and as

providing avenues for professional recognition. The role of SBCD in filling lacuna of missing curriculum materials was commented on. It is quite interesting to note that in spite of the heterogenous school population which could be thought to provide teachers with a stimulus for SBCD, the advantages of SBCD as a local response to students' needs were rarely mentioned by the teachers involved in SBCD. Their main concern was their own professional fulfillment.

On the other hand there are negative perceptions of SBCD. Among the negative comments we found the following: "It is not good to be too original, this does not work in the classroom". Or: "The school does not really have enough resources to be seriously involved in SBCD, it lacks knowledge, budgets and manpower. Therefore the products are often amateurisch". Or:"School based curricula are poorly produced and not aesthetic".

We close with these personal comments and reaction of teachers. After all, school based curriculum development depends on the motivation, commitment and creativity of teachers. No flow chart and no model should mask the fact that teachers' perceptions, needs and concerns are at the root of their successful and continuing involvement in SBCD.

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Table No. 1: Research Questions and Data Sources

Research Questions \ Data Sources	Questionnaire	Documents	Interviews	Curricula
1. Which are the factors and processes that support SBCD?	+	+	+	
2. How were school based curricula developed (process of decision making, evaluation, teacher development)?	+	+	+	+
3. Which areas of subject matter were preferred for SBCD?	+			+
4. What is the involvement of external agents?	+		+	
5. What resources are needed for SBCD?		+	+	+
6. How viable are SBCD?	+		+	
7. What is the contribution of SBCD to the general educational system?		+	+	

Fig. No.1: Resource System for SBCD

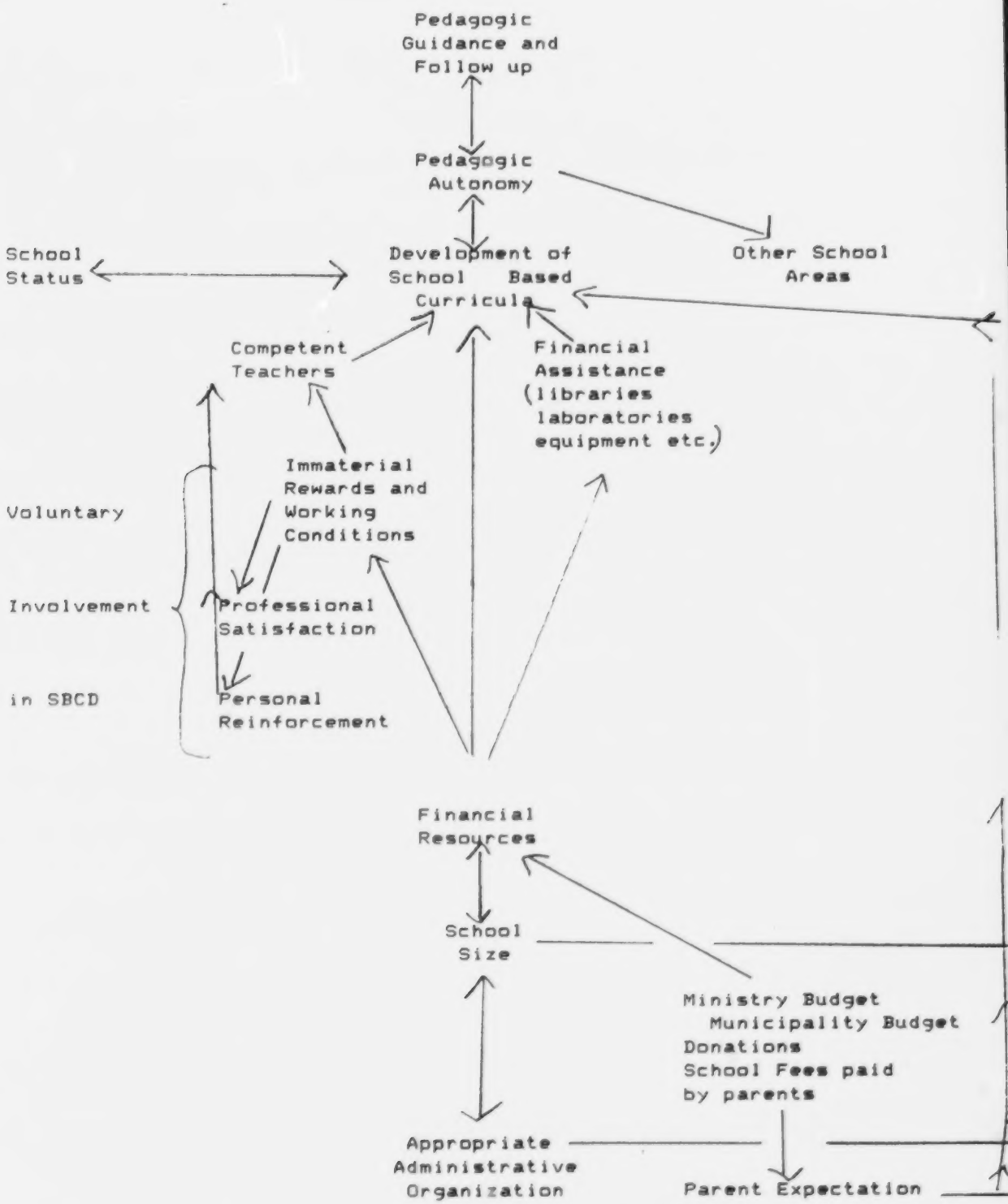
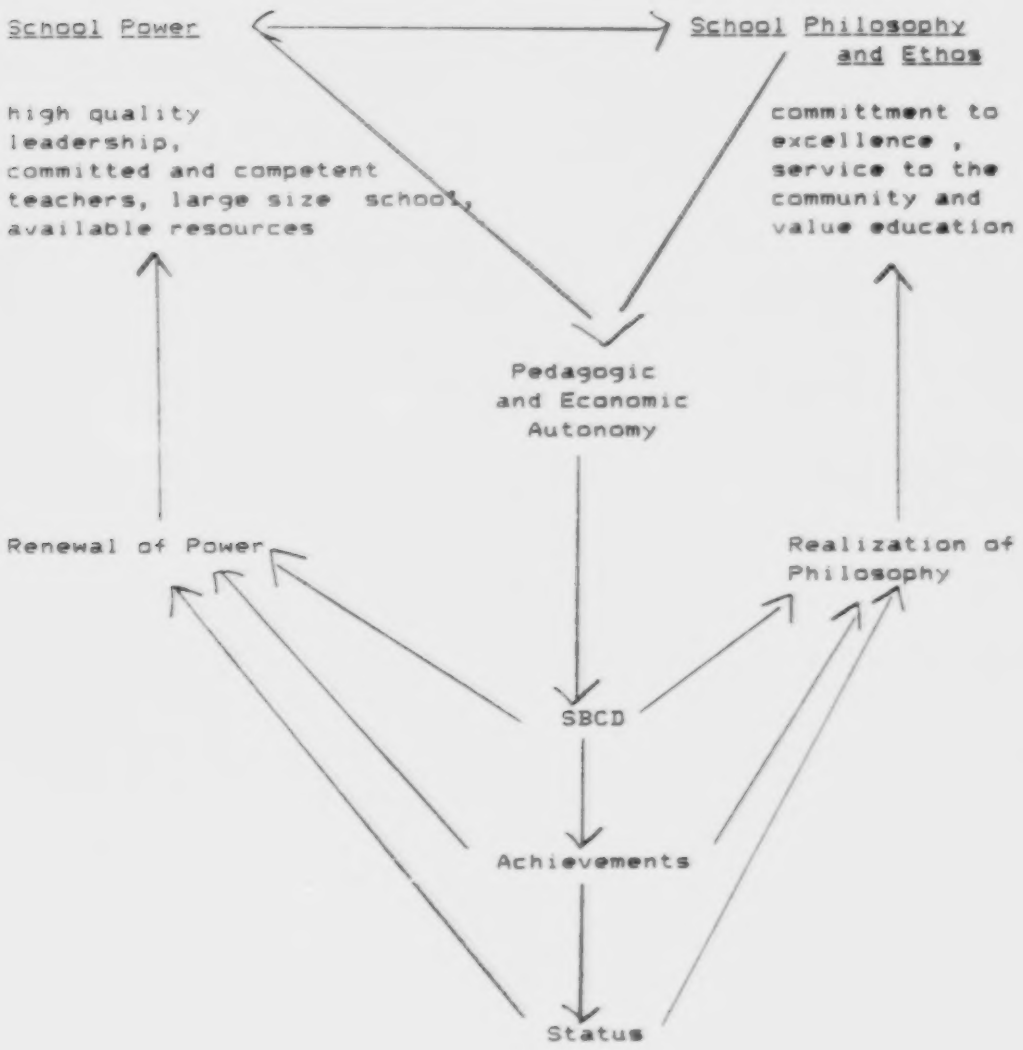


Fig. No. 2: Interrelationship Between School Philosophy School Power and SBCD


School Power
School Philosophy and Ethos
high quality leadership, committed and competent teachers, large size school, available resources
committment to excellence , service to the community and value education
Pedagogic and Economic Autonomy
Renewal of Power
Realization of Philosophy
SBCD
Achievements
Status